

**Test scores tend to be higher for all types of schools where**

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- there is a school librarian
- library staff spend more time
  - delivering library/information literacy instruction to students
  - collaborating with teachers on instructional units
  - training teachers in information access
- students visit the school library more frequently

**Full-time librarians are more likely to engage in key instructional activities than either part-time librarians or non-librarian staff.**

**Test scores tend to be higher for all types of schools where the library**

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- is open longer hours
- has a cooperative relationship with the public library
- provides online access to information via the Internet and the World Wide Web
- has a policy regarding selection and reconsideration of books and other materials

**All of these relationships are both positive and statistically significant.**

**These relationships cannot be explained away entirely by differences in**

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- school size
  - school funding
  - teacher staffing levels
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While community conditions such as the education level of adults (especially parents), absence of cultural and language barriers, and economic prosperity are important, these are variables over which schools have no control.

The work of a school librarian has also been shown to be an important factor in high student achievement levels, and this variable we CAN control.

## How a School Librarian Can Make a Difference

- keeping the library open longer
- providing more in-service to teachers
- collaborating with teachers
- delivering more library/information literacy instruction to students
- promoting more frequent student visits to the LMC
- building a stronger relationship with the public library

**RESULTS:  
Higher Test Scores**

## About the Study

This study was conducted by the Library Research Service (Denver, Colorado) under contract to the Alaska State Library and with the cooperation and collaboration of staff of the

- Alaska State Library,
- Alaska Department of Education and Early Development, and
- Institute for Social and Economic Research, University of Alaska, Anchorage.

The sample for the study included 211 public elementary and secondary schools in Alaska that included grades four, eight, and eleven—those to which the California Achievement Tests, Version 5, were administered during the 1997/98 school year.

All sample schools participated in the 1998 Survey of School Library Media Centers in Alaska.

***Want  
higher  
test scores?***

**A school  
librarian can  
make the  
difference!**

*Results from*

**INFORMATION  
EMPOWERED**

**The School Librarian as an  
Agent of Academic  
Achievement in Alaska**

